

MINISTRY OF EDUCATION

*National Advisory Council on Education for  
Industry and Commerce*

REPORT OF  
THE ADVISORY COMMITTEE  
ON FURTHER EDUCATION  
FOR COMMERCE



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## FOREWORD BY THE MINISTER OF EDUCATION

The Council and its Advisory Committee have rendered valuable service in preparing this Report on Further Education for Commerce and it gives me great pleasure to record here my thanks to them for an important and constructive contribution to our knowledge of the subject. I earnestly commend the Report to all those concerned with commercial education and indeed to all who wish to see British trade and commerce flourish.

The sustained cooperation of all concerned will be needed to remedy the shortcomings described in the Report. I am at present reviewing the many important recommendations which it makes and hope shortly, when the necessary consultations have taken place, to announce the Government's decisions.

*Geoffrey Lloyd*

*9th February, 1959.*

*Letter from the Chairman of the National Advisory  
Council on Education for Industry and Commerce  
forwarding the Report to the Minister of Education*

3rd February, 1959.

DEAR MINISTER,

In May, 1957, your predecessor, Viscount Hailsham, asked the National Advisory Council on Education for Industry and Commerce to give its attention, in the light of the White Paper on Technical Education and the circumstances which gave rise to it, to a number of aspects of education for commerce, and in particular the problems of the National Certificate and professional examinations, commercial apprenticeship, part-time day release, sandwich courses and advanced studies. The Council's terms of reference were as follows :

"To consider the provision made by local education authorities for further education for commerce at and above the level of Ordinary National Certificate and Intermediate professional examinations, and to recommend urgently what further steps should be taken to implement the commercial aspects of the policy announced in the White Paper on 'Technical Education'."

On undertaking this task the Council appointed to advise them a special Committee composed partly of members of the Council and partly of persons not members of the Council but having particular experience and interest in education for commerce. Under the able and experienced guidance of Mr. J. G. McMeeking, C.B.E., F.B.I.M., J.P., this Committee drew up a unanimous Report which has been approved in its entirety by the Council. I now have pleasure in sending it to you.

The Council wish particularly to endorse the Committee's view of the importance to the country of further education for commerce and warmly support their call for an urgent national effort to improve and expand the provision made for it.

It is essential, in the Council's view, that the responsibility for the implementation of each recommendation should be clearly assigned and clearly understood by all concerned. The Council itself is actively considering in what directions it can most usefully lend its support and assistance.

Much of the Report is concerned with the content of the further education for commerce provided by local education authorities, notably at Colleges of Commerce and the Commerce Departments of Technical Colleges, and with the ways in which the courses available there can be developed. The Council believe it important that the process of study and appraisal to which the Report will give rise should lead to consideration of the organisation and structure of the provision as between the various types of college, and the relationship between local education authority provision and that made in other ways. This is a matter which the Council propose to keep under review.

Valuable help has been received from many in the preparation of the Report, and the Council join the Committee in expressing grateful thanks to all those who supplied evidence; to the Assessors, Mr. A. A. Part, Mr. J. H. Brook, Mr. E. I. Baker and Mr. C. B. McAlpine, for their most useful contributions; and to the Secretaries, Mr. F. G. Ward and Mr. M. L. Herzig, for the efficient and unstinted service they gave in the many tasks they were asked to undertake.

Yours sincerely,

HARRY PILKINGTON.

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The estimated gross cost of the preparation of this report is £643 of which £233 represents the estimated cost of printing and publication.

## I. INTRODUCTION

1. In May, 1957, the Minister of Education invited the Council "to recommend urgently what further steps should be taken to implement the commercial aspects of the policy announced in the White Paper on Technical Education of February, 1956". The urgency of this matter is not in doubt. Britain is a manufacturing and trading nation compelled to import over half its food and most of its raw materials. More and more countries are building up their industries and offering for sale goods once considered typically British. Year by year the competition from abroad grows keener—as is evidenced by the European Common Market. The keener the competition, the greater the need to develop initiative and to enhance commercial and industrial skills. Nor will the intensified competition be confined to exports: a high standard of efficiency in meeting the needs of the country's great internal market is no less essential to national welfare than efficiency in the country's export and entrepôt trades.

2. Despite the efforts of previous Committees,\* the part which education can play in meeting the needs of commerce is still under-valued. Greater efforts are required by all concerned if education is to make its maximum contribution to the efficiency of business and the well-being of its employees. Not only must education promote the efficiency of commerce; commerce must encourage the entry into its ranks of more of the most intelligent young people by providing, through education and training, fuller opportunities for advancement.

3. Throughout this report we use the expression "commerce" to embrace the work of all those engaged in commercial activities, whether in commercial or industrial undertakings.

4. The large increase in the number of school leavers in the next five to ten years will provide an exceptional chance to recruit and train entrants of high quality. To take advantage of this situation, opportunities in commercial work must be just as attractive as those in technological and scientific work. Technological advances must be fully exploited commercially: commerce cannot afford to find itself left only with the less intelligent and less suitable recruits. There is the disturbing possibility that the country's best brains may design excellent goods which, for lack of commercial vision and expertise, may remain unsold or possibly may not even be produced.

5. We gladly pay tribute to the work which has been done up to the present by the many employers and educational establishments who have co-operated in providing commercial training and education. We also recognise the great interest in commercial studies stimulated by the professional associations.

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\*See the Report of the Goodenough Committee published in 1931 and that of the Carr-Saunders Committee published in October, 1949.

6. Nevertheless, we are convinced that this country's present system of commercial education is urgently in need of overhaul. Steps must be taken to fortify those parts that are good and capable of fruitful development, and change those parts that are unsatisfactory. This task will call for co-operation from the commercial world and from those responsible for directing educational affairs. We have drawn attention to those features of the system which, in our view, require to be improved or modified. A summary of our recommendations will be found in Section VII.

7. In accordance with our terms of reference, we have restricted ourselves to the provision made by local education authorities for further education for commerce at and above the level of Ordinary National Certificate and intermediate professional examinations. We have thus excluded on the one hand the considerable provision being made at these levels by the Universities, by independent colleges and by establishments conducting correspondence courses, and on the other hand provision for junior courses. Some local education authority colleges and departments of commerce already make special provision for students taking correspondence courses and we refer to this point again later.

8. Education for commerce includes preparation for examinations of a number of professional bodies whose members are frequently to be found in commercial practice or employment. We make some recommendations, which we hope will be found helpful, about the relations between the colleges and those professional bodies for whose examinations students commonly prepare in the colleges. There are, however, other professional examinations (for example, those of the Law Society and of the Institute of Chartered Accountants in England and Wales) which students are required to take as part of a prescribed system of articulated pupilage not necessarily involving attendance at a college maintained by a local education authority. We believe that some of the information and suggestions in our report may be of interest to the professional bodies concerned (and we note with appreciation the comprehensive review of educational requirements which the Council of the Institute of Chartered Accountants in England and Wales has recently begun); but we wish to make it clear that in the time at our disposal we have not been able to investigate the systems of articulated pupilage referred to above (which, in any case, are on the margins of our terms of reference) and therefore make no recommendations about them.

9. The Carr-Saunders Committee carried out a full review of the scope and nature of education for commerce. We have been greatly helped by the work of this Committee, two of whose members are signatories of our Report. Because the work of this Committee was so comprehensive, and because we were asked to make recommendations urgently, we have felt able to dispense with investigations on the scale carried out by it. We addressed a questionnaire (described in paragraph 28 below) to a sizeable number of commercial undertakings and invited general comments from the Association of British Chambers of Commerce and from all the Regional Advisory Councils; in addition we have drawn on the widely representative knowledge and experience of our members.



## II. THE EXISTING PROVISION

### *The Colleges and Courses available*

10. The local education authorities in England and Wales maintain about 200 establishments that provide commercial courses at or above intermediate or Ordinary National Certificate level. They consist of 13 Colleges of Commerce (five of them in London), over 170 commerce departments in technical and other colleges and nearly 20 establishments which provide advanced courses in commercial subjects in the evenings only. For the purposes of this Report, we use the term "colleges of commerce" to embrace all these establishments.

11. Two main facts about these courses emerge clearly: evening studies heavily outweigh daytime studies, and courses leading to the examinations of professional bodies predominate.

12. The tradition of relying mainly on evening study has continued longer in commercial education than in technical education. The evidence provided to us by business undertakings shows that this tradition still persists, though the number of students released by their employers to take part-time day courses in commercial subjects at the colleges of commerce rose from just under 20,000\* in the session 1949-1950 to some 35,200\* in the session 1956-1957, and the recent development of commercial apprenticeship schemes, including that promoted by the Association of British Chambers of Commerce, may help to accelerate the process.

13. We are convinced that the country's needs for more and better qualified personnel employed in commercial work will not be adequately met if so much reliance continues to be placed on evening study. A change of attitude is needed. We refer to this later.

14. Education for commerce owes much to the initiative of the professional bodies, and though the relationship between them and the colleges is much less highly developed than in technical education, there is often good collaboration. For example, there is local consultation between some professional bodies and the colleges over the running of courses and some bodies allow selected colleges to conduct certain examinations, mainly at intermediate level, which lead to professional qualifications. Nevertheless, the many differing requirements and the variety of syllabuses of professional examinations confront the colleges with difficulties. Colleges covering a wide range of studies have to provide a multiplicity of classes even when the same subject is being studied to the same approximate standard.

15. We note also the relatively slow growth of the Ordinary National Certificate in Commerce and the lack of success so far of the Higher National Certificate in Commerce\*\* in attracting any appreciable number of candidates, even though the curricula for those Certificates were reviewed in 1951 by educational and professional bodies and the Ministry of Education acting together in response to a recommendation of the Carr-Saunders Committee. There seem to be three main reasons for this. First, National Certificates have not up to the present

\*Ministry of Education figures. They include some 8,200 and 15,200 students in these respective sessions taking secretarial, commercial and other junior courses which fall outside our terms of reference.

\*\*These courses are described in detail in paragraphs 45 and 55-54 respectively.

been valued by employers and employees as qualifications in their own right, (though some divisions of the National Coal Board and some members of the British Iron and Steel Federation provide notable recent exceptions). Second, very few professional bodies recognise, for purposes of partial exemption from their own examinations, successes gained by students in National Certificate Courses. Third, there has until recently been no scheme under which students taking National Certificate courses could obtain deferment from National Service.

### *Staffing, Accommodation and Government of Colleges*

16. We review now the evidence received about the staffing and accommodation of the colleges of commerce and the arrangements under which they are governed by the local education authorities. Advanced commercial courses have been, and still are, mainly held in the evenings only and are staffed largely by part-time teachers. Those who give up their evenings to teach after a day's work in their industrial or commercial employment are making a most valuable contribution. Nevertheless, though there is a reasonable supply of part-time teachers for the teaching of many subjects in evening classes, for specialised subjects the supply of people of high calibre and with appropriate commercial experience is not adequate. We have reason to believe that the terms and conditions of employment are not always such as to attract lecturers who command the confidence and respect of employers and students. There are also local difficulties in securing qualified staff for the teaching of some special subjects, for example Practice of Banking, Organisation of Commodity Markets and Commodity Studies. In addition, there is evidence that some part-time teachers require more effective guidance on teaching method.

17. Because of the growth of full-time and part-time day commercial courses, it has become possible, particularly since the war, to employ full-time teachers qualified in economics and allied subjects who have some business experience. The number of these teachers has increased significantly since the inauguration of the Technical Teacher Training Colleges. Not enough, however, of these full-time teachers have the business knowledge and experience in addition to the academic qualifications necessary for the more advanced work. Some of the replies to our questionnaire received from business undertakings cast doubt upon the ability of the full-time teachers in colleges of commerce to undertake advanced work, and it has been represented to us that the capacity of the colleges to inspire the confidence of the business world and to undertake the developments in teaching and research which we consider necessary is sometimes hampered by the low grading of teaching staff authorised by the local education authorities.

18. The Ministry of Education as long ago as 1946 encouraged research by college staffs in co-operation with industrial and commercial firms.\* Very little has been done to put this policy into practice in relation to commerce. We come back to this in Section VI, where we have more to say about staffing the colleges to cope with the expansion we advocate in the numbers of students, particularly day students.

19. All too few of the colleges providing advanced commercial education have, according to our evidence, benefited from the large programme of technical college building in recent years, and though some may gain when buildings now

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\*Ministry of Education Circular No. 94 "Research in Technical Colleges".

being planned or built are finished, the separate Colleges of Commerce in particular continue, with some exceptions, to be indifferently accommodated. There is too much enforced decentralisation of commercial classes in scattered premises, which makes the work of organisation difficult. Students often have to work in unsuitable and inadequate accommodation which contrasts badly with that provided for scientific or technological courses.

20. Our evidence has suggested that, by comparison with the equipment needed for advanced technical courses, not a great deal of specialised equipment is needed for the advanced commercial courses as at present conducted. We return to this later, for we think that requirements in equipment need to be re-examined.

21. Arrangements differ widely for the government of colleges and for securing the co-operation of industry and commerce through membership of governing bodies and departmental advisory committees. Some colleges have good arrangements; others still lack adequate representation of industrial and commercial interest and, in particular, governing bodies with sufficiently wide powers to attract to membership people of influence in local commercial and industrial circles. The arrangements for linking advisory committees with governing bodies are not always good and sometimes the committees do not adequately represent the different aspects of business or cover effectively the main branches of college work.

#### *Commentary*

22. In our questionnaire we asked firms and organisations how far they made use of the college in their neighbourhood and whether it could do more to help. Most of those who replied said that they made substantial use of local facilities. There was little criticism of the teaching, though there were a few complaints of lack of staff with good up-to-date knowledge of commercial and industrial practice and fully qualified to teach advanced studies. A number of firms suggested ways whereby the colleges could do more to meet their special needs. Much good work has been done, however, and our attention has been drawn to valuable courses, arranged to meet specific requests, on such specialised subjects as export techniques, the use of electronic computers, accounting methods, and operational research. It is clear from our evidence that many firms, apart from larger organisations which normally maintain excellent liaison with the colleges, are not yet aware of the educational facilities offered. Our evidence is that the colleges are ready and anxious to meet the educational requirements of commerce where these can be ascertained. As part of the greater effort we advocate in paragraph 2, we think that commercial firms should do more to define their educational needs and to make them known. For their part, the colleges should do more to ascertain those needs and try to meet them.

23. The response we received to our questionnaire and indeed all the information which has reached us, suggest that, though there have been some constructive developments in recent years in commercial education, progress has been relatively slow and does not meet the needs of the situation. Commercial employment covers an enormous variety of occupations and it is not easy to show by means of statistics what has been happening in recent years in education for commerce at the level with which we are concerned. We can take, as an illustration, the available statistics for part-time day release students. The figure of 35,200 part-time day students given release in the 1956/57 session, which

has been quoted in paragraph 10, can be compared with those of students released to take courses for other types of employment. We quote, by way of example, engineering (180,154); building and contracting (49,912) and mining (31,230). Even when allowance is made for differing factors within differing types of employment and for the other educational provision mentioned in paragraph 7, the total of 35,200 is woefully small. There were nearly 2½ million people in mid-1957 employed in the distributive trades alone, and these trades took in nearly 15 per cent. of the boys and 30 per cent. of the girls between the ages of 15 and 17 entering employment in 1957. Yet only 7 per cent. of the boys and 3.3 per cent. of the girls aged under 18 and employed in the distributive trades were being given day release in 1956-57 as compared with 71.9 per cent. of the boys and 10.2 per cent. of the girls in the engineering, shipbuilding and electrical goods industries which employed 1.9 million people in mid-1957. This example from the distributive trades can be matched by others. We note, for example, that in 1956-57 less than 1 per cent. of the 7,270 boys under 18 employed in insurance, banking and finance were given day release, the corresponding figures for the chemical and allied trades being 47.8 per cent. out of 8,678 boys aged under 18 employed.\*

24. We appreciate that the figures for manufacturing industries include some employees who work in the commercial departments of industrial firms and that comparisons of this kind are necessarily imperfect. Nevertheless the available statistics support the view that commercial education is lagging far behind technical education.

#### *Commercial Education on the Continent*

25. Many of this country's European competitors have developed elaborate systems of commercial education and are making intensive efforts to strengthen them. We have not been able, in the time at our disposal, to make as full an examination of these systems as we should have liked, nor do we suggest that the education appropriate in those countries is necessarily suitable in our own: for example, in most European countries professional bodies do not occupy the same important place as they occupy here. There are, however, five outstanding features of commercial education on the continent to which we think attention should be drawn:—

*First*, in most Western European countries those who hope to occupy responsible posts in commerce continue their general education for several years beyond the age of 16.

*Second*, there is a considerable number of schools in which those proposing to enter commerce can continue their general education with an economic and commercial bias, up to at least the age of 19. The examinations taken at the end of these courses give the right of entry to institutions of University standing.

*Third*, in all these courses much time is devoted to the study of foreign languages and the habits and customs of the people in the countries in which the languages are spoken. Invariably two and sometimes three foreign languages are included.

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\*The figures in this paragraph (for England and Wales only) were obtained from the Ministry of Labour and National Service and the Ministry of Education.

*Fourth*, many of the students from these commercial schools, as well as some who come from the grammar schools, or their equivalent, spend a further three years or more in high schools of commerce or similar institutions enjoying University status. There they follow courses which combine much of the academic work of the kind conducted by the faculties of economics at the Universities in this country with the more practical study of commercial knowledge and techniques. Some high schools require students, before graduation, to have had some practical experience in business either at home, or in some cases, abroad. The courses thus have to some extent the characteristics of advanced sandwich courses as they are known in the technical field in Great Britain.

*Fifth*, in one or two continental countries the release of employees for part-time day study up to the age of 18 is of general application; in Germany it is compulsory.

### III. COMMERCE AND INDUSTRY

#### *General*

26. In this Section, we examine the present and future needs of the commercial world for competent people and ways of meeting them in terms of recruitment, training and education. To get an up-to-date assessment of requirements by commercial and industrial organisations themselves, we circulated the questionnaire already mentioned. This was sent to some forty large business organisations, or groups of organisations, including nationalised industries; in addition, ten Chambers of Commerce were each asked to invite a number of medium-sized and smaller firms among their members to answer the questions.

27. The response was uneven: we had a good response from the larger concerns, and especially from those with education and training departments; we are sorry that the medium-sized and smaller firms did not similarly respond, though a few sent us useful information. The replies received from the Chambers of Commerce were the main source of our information about the smaller firms, including a report by the Leeds Incorporated Chamber of Commerce of an enquiry which they had conducted in 1953 on the subject of business as a career.

28. Our questionnaire was designed to get information from organisations about their present and expected future requirements for personnel to fill supervisory, managerial and executive posts whether involving responsibility for other personnel or not. Information was requested on the following main subjects:

- (1) the numbers of entrants recently recruited and expected to be recruited for the types of post specified, together with any recruitment difficulties experienced or expected;
- (2) the educational qualifications required in recruits;
- (3) the facilities for education and training of employees offered by employers with or without the use of a college of commerce;
- (4) the possibility of more extensive use of part-time day release to attend educational classes;

(5) whether (bearing in mind the previous educational level reached) employers preferred their recruits to work for one or more of the following qualifications : an award testifying to general commercial knowledge (for example, the Ordinary National Certificate), a specialist qualification of a professional body, a Higher National Certificate perhaps specifically designed to meet local commercial needs, or an appropriate University degree ;

(6) the value of the National Certificate Courses ;

(7) the need for an advanced qualification in commerce similar to the Diploma in Technology.

29. Reference is made in the next following sub-sections to the replies under (1), (2) and (3). The replies under (4) showed that most of the larger organisations approached were giving day release, though usually only up to the age of 18 ; several firms made day release conditional on attendance at evening classes also. It appeared that little objection in principle was seen to extension of day release facilities, though some undertakings saw practical difficulties : staffing problems, shift work and absence of employees from home were mentioned. Because of the paucity of replies from the medium-sized and smaller concerns, we were not able to get a balanced picture of their present practice on day release facilities or of their attitude to more extended use of these facilities. The replies under (5) and (6) indicated a strong preference for professional qualifications, though the value of National Certificate courses in giving a student a wider background of general commercial knowledge was often recognised. Some employers expressed the view that they would be much more widely supported if holders of the Certificate could be given subject-for-subject exemption in professional examinations. We refer in paragraph 39 to the replies under (7) above.

### *Recruitment*

30. The replies, which came mainly from large firms, showed that the great bulk of their recruitment for the kind of post we specified was of employees with a previous education to G.C.E. 'O' level. We do not think this necessarily applies to smaller firms. Some organisations looked for and got a number of recruits with a previous education to G.C.E. 'A' level ; those organisations usually had their own well-devised training schemes. Many of the larger firms had an intake of graduates for training towards the higher posts in administration and salesmanship.

31. In general, the large concerns were not in difficulties and did not expect to be in the future. There appeared to be difficulties in particular parts of the country irrespective of the type of business. Many firms emphasised the importance of good personal qualities as well as appropriate educational attainments ; there was evidence that a sufficient number of recruits with both these attributes was not forthcoming and that this shortage was felt more particularly by certain nationalised industries, the retail trade and smaller firms.

32. We have good reason to believe that there is a serious and increasing lack, in retail distribution and in the commercial sections of small industrial firms, of employees capable of acting as efficient sales staff and as supervisors at the middle and lower levels. Large concerns with long established facilities for the education and training of young entrants, combined often with a nation-wide and even world-wide reputation, will probably always attract enough good recruits. Their

power of attraction can, however, obviously make it more difficult for the medium and smaller-sized firms to meet their own needs. If we had had a more representative response from the smaller firms, we could have been more certain than we are that they had taken careful stock of their present and future position and were taking steps to meet any future difficulties.

33. We believe that there is a danger of over-optimism about future recruitment prospects. It may be thought that the large increase to be expected in the numbers leaving school will by itself, despite the opportunities presented by other employment, produce the recruits needed by commerce. It would be deplorable if ease of recruitment led to failure to improve the quality of those capable of benefiting from further education and training.

34. More and more children are staying on at school to take the examinations of the General Certificate of Education, but this fact may prove of little or no advantage to the commercial world unless steps are taken to attract them, when they leave school, into a commercial career. Already more than half the boys and nearly one-third of the girls staying at school to take courses for the General Certificate of Education at Advanced level are taking courses in scientific subjects. If commerce is to derive full benefit from the bigger numbers of better educated young people, more and better facilities for education and training must be offered in commercial careers to match those given in science and technology. The expansion of the number of places at the Universities is unlikely to be big enough to cater for all potential university students. Some of these would choose a career in commerce if suitable educational and training facilities were provided.

#### *Training within Firms*

35. Education, training and practical experience are all essential in fitting the new entrant for the job. Though each of these elements has its distinct function, they should be complementary parts of one process. Experience by itself, however varied, is not complete without associated training and education. This point has been well realised by industry, but has still to be fully grasped by commerce. Although some of the largest undertakings have admirable commercial training schemes, often designed in conjunction with educational courses provided by their local college of commerce, the bulk of the replies to our questionnaire, and our own observation, indicate that schemes such as these are still exceptional. Systematic training within the firm has yet to be established as a general practice for commercial work.

36. An important step has been taken with the bringing into operation of the Association of British Chambers of Commerce's Commercial Apprenticeship Scheme and other apprenticeship schemes which have been adopted by a number of the concerns who replied to our questionnaire. Such schemes ought to be more widely known and adopted and we have included a description of the Association of British Chambers of Commerce's scheme in Appendix A. There are, in addition, a number of excellent training schemes not based on apprenticeship: we have, for example, had our attention called to the schemes of this kind operated by firms engaged in the retail trade, banking and insurance. The whole subject of training is of such cardinal importance that we set out below, in the hope that it may help business organisations who are thinking of starting their own

schemes of practical training, an outline of what we think are the essential elements of such a scheme.

The practical training should :—

- (i) be concurrent with the course of theoretical instruction, in order that the sense and purpose of each can be appreciated by the employee as training progresses ;
- (ii) be systematic, broadly based and carried out according to a programme under over-all control, preferably by one senior person in the firm ;
- (iii) be broadly based in the sense that experience under instruction is gained in not less than three aspects of the firm's activity, in periods long enough to enable the new entrant to gain more than a superficial knowledge of the activity ;
- (iv) include periods in which the employee is himself responsible for doing a job, in addition to periods in which he is under direct instruction by being shown how to do a job or watching other employees at work ;
- (v) include, if applicable, training in departments where manufacturing activity is carried out and practical work in these departments.

These elements are applicable to schemes for training junior staff, particularly new entrants. Care and thought also need to be given to programmes of training for established or older employees who may have to acquire some new knowledge or technique, for example, when they take up a post in a different branch of their firm's activities.

37. We are familiar with the difficulties which medium-sized and, particularly, small firms encounter in attempting to operate their own schemes, however anxious they are to provide training ; it is often hard, for the small firm in particular, to find time, resources and staff to train new entrants. There may be scope here for co-operative effort. Smaller firms have however their own advantages : recruits can get relatively quickly a good working knowledge of a number of aspects of commercial activity (for example, ordering, sales, book-keeping and accounts) because there is less specialisation than in a larger firm.

38. To get the best results, a combination of theory and practice is essential. To confine the new entrant to what is called "learning the trade", with the usual emphasis on the more practical aspects and skills, and to occupy him in this way to the exclusion of knowledge of the theoretical aspects of commercial practice is insufficient. Very few firms are able to undertake theoretical education. This is where the colleges of commerce can and should help. They do in fact on occasion go further by imparting particular skills and techniques (such as the techniques of salesmanship and work study and the use of office machines). There is, however, a broad distinction between the practical training which the firm can and should provide, and the educational background and training given by the college.

39. Whether the employee acquires a particular skill or technique from internal training or from a college is not important. What is essential is that he should get both practical and theoretical instruction.



### *Day Release*

40. A big expansion in day release for study is urgently required. We should like to see the present figure of approximately 20,000\* students released to take courses at the level with which we are concerned increased to at least 50,000 within the next few years and certainly by 1964. We do not expect the whole of the study required to be done during the period of release: some evening work, whether by private study or by attending evening classes, will still be necessary. Evening study alone, however, demands great effort when it follows a day's work. Conditions are not good either for learning or teaching and it is difficult for the knowledge to be absorbed. The problem of cramming the essential subject matter into the time available is already acute and will become more so as the body of knowledge grows. The breadth of study has to be restricted, with the result that the advantages to the personal development of the student which can result from a less-rushed course of study are often lost. In short, excessive reliance on evening study places too great a strain on the stamina and determination of students, makes the rate of student wastage high, fails to make the best use of teaching resources and provides too many inadequately trained young people. More day release will, we are convinced, help greatly to develop the potential ability of young people in this country, and increase Britain's power to compete with countries which have established better conditions for education and training. Better trained and educated commercial staff will amply repay commercial firms for the effort and sacrifice they make in releasing more of their employees for day-time study. There will be great opportunities by extension of day release for industry and commerce and the colleges to help themselves and help each other. An increase in the daytime teaching load at the colleges will help to deploy more effectively the full-time professional staff and increase their number. A further advantage is the opportunity provided to raise the all-round quality of college staff and of the service to industry and commerce which the colleges provide.

### *Block Release*

41. The advantages of day release are obtainable alternatively by block release schemes which are gradually being adopted in various branches of technical education. Under these schemes, employees are released by their employers to study for unbroken periods of 4 to 8 weeks and at least two periods are normally arranged within the academic year. The schemes have been found specially useful in occupations in which there is less work to do at some times of the year than at others, for example, in agriculture and in the hotel and catering industry, but the educational benefit to the students is so clear that they are beginning to find favour in other occupations. We should welcome their introduction in commercial education: it may be that they can be useful to business organisations whose circumstances, such as the wide dispersal of staff in small units, make it hard for employees to be released regularly for daytime study throughout the educational year.

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\*This figure is arrived at by deducting from the figure of 35,200 part-time day release students cited in paragraphs 12 and 23, the number of students taking courses which fall outside our terms of reference.

## IV. COURSES AND QUALIFICATIONS

### *General*

42. In commerce there is an enormous variety of different occupations, for example, the manager, the buyer, the office manager, the sales manager, the accountant, the company secretary, the insurance executive, the transport and shipping executive. In addition to the variety of occupations within a firm, there is also great variety in executive functions in different kinds of business, for example, insurance, banking, travel, wholesaling and retailing. The educational requirements of such diverse occupations have resulted in a variety of courses leading to specialist qualifications. Some examinations, like those of the Institute of Bankers, are restricted to people already engaged in the profession concerned. Others, like those of the Chartered Institute of Secretaries, are more widely available. The following questions have been in our minds in looking at this diversity: is there any common ground in at least some of the educational requirements, particularly at the stage before specialisation is required? Is there any significant number of posts in commerce not at present covered by the examinations of professional bodies? Are new courses or changes in existing courses required? Is there, or should there be, a recognised general qualification which would to some extent replace some of the more specialised qualifications and thereby simplify the problems of the colleges referred to in paragraph 14?

### *Courses to intermediate standard*

43. In considering how far common ground exists in educational requirements, we have noted that there are a few professions in which early specialisation by those seeking membership of these bodies has become traditional.

44. For most professions and occupations however the student who has a foundation of general commercial education will be better fitted to go on to more specialised studies. Moreover, many young people on leaving school and for some time afterwards do not know what specialised career in commerce is best suited and open to them; they would be well advised to acquire a good general commercial education on which they can later found their specialised studies. This point of view was also taken by an important section of the business undertakings who replied to our questionnaire. The benefits of general commercial studies have been recognised by some of the professional bodies in the framing of the content of their courses to intermediate level.

45. The question is: what course or courses should the student take? After examining the syllabuses of a number of professional bodies for their intermediate examinations, it seems to us that there is a great deal of common ground, especially in such subjects as Accounting, Economics, English and Law. Moreover, there is much in common between these syllabuses and typical syllabuses approved for the Ordinary National Certificate. Ordinary National Certificate courses are designed to give a broad knowledge of the structure and functions of commerce. Appropriate subjects are Structure of Commerce and a selection of the following:— Accounting, Economics, Economic Geography, Economic History, English, Law, Mathematics and Statistics. The courses last two years and cater for students who already hold a General Certificate of Education at Ordinary level in English and two other subjects. We should like to see extended

the existing provision of preliminary courses for students who have not reached this standard.

46. In paragraph 14 we drew attention to the difficulties the colleges find themselves in as a result of the variety in examination syllabuses. The Carr-Saunders Committee referred to these difficulties on page 35 of their Report in the following terms :—

"We have referred to the embarrassment caused by the multiplicity of associations, and therefore of different special needs, but this is not the only source of difficulty for the colleges. Several associations often include the same subject in their examinations schemes; but with little or no justification, they frequently lay down different syllabuses. We cannot but regard it as unreasonable that the colleges, hard pressed as they are by legitimate demands made upon them, should be asked to give different courses in the same subject when the reason lies, not in special needs, but in failure to co-ordinate demands. So far little progress has been made in this direction and we would urge professional associations to give immediate attention to the matter."

These difficulties would be mitigated if common syllabuses for intermediate examinations could be agreed in common subjects between the Joint Committee for the Award of the National Certificate in Commerce and the professional bodies, although we realise that some may find this inappropriate. We have in mind particularly the four subjects of Accounting, Economics, English and Law. We therefore recommend that those professional bodies willing to do so and the Joint Committee should confer with this end in view, without further delay. It would be necessary also for the Joint Committee to co-ordinate college syllabuses for the Ordinary National Certificate. If the maximum advantage is to be derived from this line of action, some consideration of the timing of examinations would also be required. Another possibility which we think worth exploring is for exemptions to be given, based on an agreed list of papers for certain professional intermediate examinations and for the Ordinary National Certificate examination, to students who have passed in these papers at examinations conducted both under the auspices of the Joint Committee and by the professional bodies concerned. We note in this connection that the Chartered Institute of Secretaries has recently decided to grant exemptions in such circumstances.

47. The Institute of Bankers give subject-for-subject exemption in their intermediate examination to students who have passed in equivalent subjects at the examination for the General Certificate of Education at Advanced level. We should like to see this practice extended where the syllabuses are comparable.

48. There are many posts in industry and commerce for which no nationally recognised educational qualification exists. We have in mind, for example, employees in sales and contract departments, progress departments, stores and warehouses, production control departments and stock exchange and commodity market employees. Only a relatively small proportion appear to have had opportunities for study and it is our belief that the standards of work in industry and commerce could be raised substantially if people occupying posts of this kind were able to obtain a general commercial education at least to the level of the Ordinary National Certificate in Commerce. In our view it is a grave inadequacy that so high a proportion of those doing the "run-of-the-mill" jobs in industry and commerce should be so ill-equipped educationally. From all we can learn, the great majority do not study at all after leaving school. They learn on the job—or in several—and may acquire considerable practical experience, but the system has obvious limitations. What is missing is a background of commercial

education from which they can comprehend how industry and commerce work and how their own tasks fit into the pattern of activity. The lack of development and the narrowness of outlook engendered by limited knowledge have the effect that work is done at the barest standard of adequacy and seldom is the full potential of the post realised except when the personal qualities of the individual are considerable. The Ordinary National Certificate in Commerce can provide the general commercial education appropriate to these posts and we strongly recommend it to employers as a necessary part of the process of raising the average standards of commercial efficiency.

#### *Advanced Courses*

49. We have considered the present structure of advanced courses and how far they meet requirements. Courses at this level should, we think, do more than provide advanced technical instruction in a particular aspect of commercial activity. We note the remarks of the University Grants Committee in paragraph 73 of their Report on University Development 1952-1957\* where, in discussing the need for university students to become educated men and women, they place first among the qualities of mind which distinguish a person of education, a capacity to think. We hope that those responsible for advanced courses in commercial education will always aim at producing this capacity among students.

50. At the more advanced levels the main courses at present available in the colleges are those leading to a final professional qualification or to the Higher National Certificate in Commerce, or to a University external degree.

51. Many large organisations engage graduates to be trained for higher posts and it appears that the demand for graduate entrants is at present being met. It is clear to us that all entrants need to acquire theoretical and practical knowledge of commerce during the early years of their employment. Some graduates already take courses at colleges during this period, whether for professional qualifications or some other purpose, but these courses are not always appropriate and in any case special provision should be made for students of this calibre. The colleges can provide further education in association with training schemes operated by employers.

52. The evidence we received left us in no doubt that there is strong demand among employers for final professional qualifications. Nothing we propose will in any way run counter to the natural desire which people have to become members of a professional body. An adequate supply of employees who have qualified through final professional examinations to exercise their specialist callings is, of course, essential to the country's future as a commercial nation. There are, however, many young employees in commerce, including those to whom we have referred in paragraph 48, who should, we think, have the alternative prospect of continuing to a high level their studies in commercial subjects in a form which has immediate practical relevance for them and is, at the same time, less specialised than that of final professional studies.

53. For this purpose the Higher National Certificate in Commerce has much to offer. It has not hitherto received from employers and employees the support we believe it deserves: it may be that its possibilities have not been fully appre-

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\*Cmd. 534 of September, 1958.

ciated. The Certificate is designed to provide students with a general course at advanced level in the basic elements of commercial theory and practice, with, in addition, specialised knowledge and training in some field related to the needs of the particular individual, a particular firm, or a group of firms having a common interest. The contents of a course may thus be chosen to meet the requirements of local firms or of a particular industry or locality. This permits wide variation in courses as between one college and another, and no rigid pattern of study is laid down. In addition to the study of fundamentals, the course provides for specialised study in great variety, and is therefore a system of education peculiarly appropriate to those who, for one reason or another, do not find that the professional examinations or a University degree suit their needs. We record our strong support for this Certificate.

54. Courses leading to it last three years. As a rule three subjects a year form a full programme, but exceptionally four subjects are allowed. In addition to the specialised education offered, every course provides a training in the analytical treatment of business problems and normally requires an extended study of the Ordinary National Certificate subjects of Economics, Principles of Accounts and Law. There is also the important optional provision for instruction in a modern language.

55. As a result of the Government's decision to terminate National Service by the end of 1960, recruits to commerce will tend to be younger and probably lacking in that experience and maturity which many employers have found to be by-products of the period spent on National Service. There may well be a need therefore for more reliance on Higher National Certificate courses to replace the maturing influence of National Service.

56. In the meantime the arrangements lately introduced by which students taking the Higher National Certificate can obtain deferment of National Service will for the first time since 1939 enable this course to be taken immediately after the Ordinary National Certificate. We hope, moreover, that the development of the Association of British Chambers of Commerce's Apprenticeship Scheme will be accompanied by more use of National Certificate Courses.

#### *Sandwich Courses in General Commercial Studies at Advanced Level*

57. The concept of sandwich courses is new in education for commerce. It has, however, been widely adopted in technical education, where the advantages for both employer and employee are becoming more and more recognised. Not the least of them is the integration of theoretical and practical training over a period of years. In each year periods are spent alternately with the employer and at college; as a result the employee's knowledge and range of ideas are broadened in a way which practical work in a particular firm, however large and well-organised, could not hope to achieve by itself. We are convinced that it will pay the commercial world handsomely to release suitable employees for sandwich courses, as part of a considered permanent policy.

58. We have reviewed the scope for these courses in commercial education, and are satisfied that there will be an increasing number of young employees in commerce for whom an advanced sandwich course, not aimed at imparting any specialised skill or professional attainment, would be appropriate. Employees for whom such courses would be most suitable would be those who had already

passed in two Advanced level subjects in the General Certificate of Education or held a good Ordinary National Certificate and who were hoping to reach a high level of responsibility in commerce. The kind of course we have in mind would not preclude a student from proceeding to the appropriate professional examination; it would meet the need of those who, for one reason or another, did not wish to do so immediately or who wanted an advanced training in general commercial subjects in preference to a professional course.

59. Although the replies to the item in our questionnaire on the desirability of introducing a new advanced qualification in commerce showed only limited support from commercial undertakings (from only five of the 38 major undertakings approached), we remain convinced that any forward-looking policy for commercial education must provide for advanced instruction, and that a sandwich course is an excellent means to this end. It is not enough to say that when the need declares itself, arrangements can be made. Time is not on this country's side in this matter and it cannot afford to lag behind, particularly when other countries have already established full-time commercial courses at a high level for their future business executives.

60. The courses we have in mind should provide instruction in the basic subjects of Structure of Commerce, Accounts, Economics and Law supplemented by a choice of subjects appropriate to particular fields of employment such as International Trade, Shipping, Finance, Manufacturing or Marketing. The methods of teaching should develop not only factual knowledge and techniques, but also an ability to analyse procedures and organisation, to determine what detailed knowledge is required in given situations and to come to decisions on the basis of the knowledge available. The use of case studies or similar teaching techniques is probably necessary for this purpose. We realise that such methods depend on the readiness of business undertakings to provide material for the cases and facilities for the teachers to collect it and call for considerable expenditure of time in preparation. In addition, colleges could usefully exchange case studies. Use of teaching methods on these lines will be greatly furthered if our recommendations in Section VI on the staffing of colleges and research and consultancy are adopted.

61. Sandwich courses of three or four years' duration call for effort and understanding on the part of both firms and employees. We are convinced that the effort will be well worth while. Clearly, students will expect to receive some kind of recognition on satisfactory completion of the course, and we consider that an award of national character and standing should be established to mark this. We do not wish to suggest any particular title, but we have no doubt that the award should have the standing of a degree and we do not feel that recognition by the professional bodies is a pre-requisite. On the contrary, we consider that commerce should adopt the new qualification, to be used and shaped for its own needs. If commercial firms are prepared to recognise it, we are confident that it will attract students.

62. There are two possible standards at which the type of award we have in mind might be set. One might be broadly equivalent to that of an honours degree by analogy with the Diploma in Technology, the other might approximate to a pass degree, by analogy with the Higher National Diplomas in technical subjects. We have not ourselves attempted to resolve this particular issue, which we think will call for extensive consultation with the commercial interests concerned and with the colleges. We are, however, agreed that no time should be

lost in establishing a new national award at degree level, to mark the successful completion of an advanced sandwich course in general commercial studies.

63. Our attention has been drawn to the inclusion in the recently published statement\* by the National Council for Technological Awards entitled "An award higher than the Diploma in Technology", of a reference to market investigation in the examples given of technological aspects of industrial activity which might suitably constitute a programme of work leading to the new proposed higher award. We have noted this reference with interest, and hope that the new qualification we have proposed in the preceding paragraphs will materially assist the development adumbrated by the National Council.

*Short courses for established staff*

64. Education for commerce at the higher levels must not stop at the education of employees for their first qualification. The colleges of commerce can help by providing refresher and other short courses for staff already established in employment. Many firms, professional associations and other interested organisations, have already made admirable arrangements, some of them of long standing, for their local colleges to run courses for established staff. There is a greater need than ever to extend arrangements of this kind, and it is becoming increasingly recognised. We have in mind two principal kinds of course. The first covers courses designed to help established staff, particularly in small and medium sized firms, to bring up to date and extend their knowledge of commercial practice. Short courses in such subjects as the special needs and procedures of particular groups of export markets, the application of electronics to accounting systems, case studies and group studies of all kinds are called for. Seminars on management subjects would also be appropriate. The second includes "conversion" courses, aimed, for example, at the requirements of technical staff who will be taking over jobs on the commercial side of their firms and who will require specific instruction appropriate to these jobs. Production Control, Purchasing, Market Investigation and Intelligence, Business Forecasting, Statistics, Human Relations, Finance, Product Design, Communications, External Relations, Sales Organisations and Methods, Mechanised Accounting, Budgetary Control and Advertising and Publicity can, in various combinations suited to local requirements, form the content of courses of both kinds. The duration of the courses will vary, again according to requirements; for example, "conversion" courses to turn engineers into technical salesman have been organised at Birmingham to last for six weeks of full-time instruction in a planned sequence of eight to ten subjects.

65. The types of course we have outlined in the preceding paragraph are not designed to lead to any specific qualification through examination. We recognise that part-time courses will continue to be necessary, but we consider that full-time instruction in courses of these types has undeniable advantages over part-time—particularly evening—courses. Full-time instruction provides a concentrated discipline of study, enables the participants (who will usually be of mature age and diverse experience) to benefit from continuous contact with their fellows, and produces quicker results. We recognise that the full-time release of employees will not be easy for commercial organisations, but we think that the sacrifice is one which they should make in their own long term interests. The establishment of full-time courses will admittedly present the colleges also with staff difficulties.

\*N.C.T.A.(H.A.):t of 31st October, 1958.

66. Correspondence courses are outside our terms of reference; we have not therefore reviewed them in detail. In view however of the part they play in commercial education, (we believe that well over half those taking professional examinations in commercial subjects do so through correspondence courses) we feel it incumbent upon us to make some comment. We wish to see students brought into contact with teachers and fellow-students as much as possible. The colleges of commerce have a useful part to play in helping to offset the obvious disadvantages inherent in isolated study where arrangements for this purpose are not made by the professions concerned. Some colleges, in association with the professional bodies, offer intensive courses which students can attend in conjunction with their correspondence work. We should also like to see colleges of commerce organise tutorials, perhaps once a week or once a fortnight, for correspondence course students who are living outside the range of convenient travel or have inconvenient working hours, and so find it impossible to attend on several evenings a week. Alternatively, it should be possible, in conjunction with the professional bodies, to arrange day or half-day conferences for the student members of professional bodies who are undertaking their study by correspondence.

*Salesmanship and Marketing*

67. Specific requirements in education and training for salesmanship vary according to what is being sold, where, and to whom, but there seems to be a body of knowledge which is common to all selling. Much of this knowledge can be imparted only by the firm, but the colleges can undoubtedly play a larger part than at present.

68. Our enquiries have led us to believe that among industrial and commercial firms there is an unsatisfied demand for instruction in the techniques and social skills of salesmanship. We believe there is also need for short courses in applied salesmanship, and that special attention should be given to the problem of selling in export markets. Some colleges already conduct courses sponsored by the United Commercial Travellers' Association in sales methods and sales organisation, and courses for the examinations of the Incorporated Sales Managers' Association; the courses for the National Retail Distribution Certificate cover part of the field of knowledge mentioned above. There is also a variety of courses on grain, timber, rubber, tea, metals, textiles and other commodities for those engaged in the commodity markets. We should like to see all these courses better supported.

69. The techniques of marketing will become more and more important to this country's industry and commerce in a competitive world and there will be a constant need for experiment and development. If proposals for the freeing of international trade bear fruit, there will be greater need than ever before for imparting knowledge and skill in marketing, since British concerns (and we have particularly in mind the small and medium-sized firms) will have to compete effectively both at home and abroad. The opportunity is there for the colleges to help and we think more could be done, especially in providing courses for those engaged in selling at different levels within firms. For senior executives, lectures and seminars can be arranged on such subjects as the strategy of exports and home sales and characteristics of particular markets in which local industry and commerce are interested. For employees at the middle level specialised courses can



be offered, for example, on market research, advertising and distribution, the organisation of sales in overseas countries, and operational research methods used in marketing. The art of communication and selling might be taught to individual salesmen. Tutorial sessions organised in conjunction with correspondence courses can help to meet the needs of travelling salesmen.

### *Modern Languages*

70. We have already stressed the intensive efforts being made by this country's competitors to build up a sales force knowledgeable not only in commercial matters, but also in the languages, habits and needs of the countries to whom they intend to sell. Taken as a whole, the business community in Britain does not, we are convinced, sufficiently appreciate the importance of training a selected number of employees in the language, customs and commercial conditions of foreign countries with which business is done. There are, of course, notable exceptions, but there are still too many firms who rely on the foreign customer's knowledge of English. It is true that many foreigners regard it as natural to conduct trade negotiations in English, but the favourable impact made by British business men who can negotiate or even carry on a simple conversation in a foreign language is out of all proportion to the effort expended. Linguistically qualified people are required for sales promotion overseas, for correspondence, for study of foreign technical literature, and, it may be, for negotiations with the firm's foreign customers visiting this country. If possible they should not be used simply as language specialists; in our experience, this practice in the past has tended to discourage a willingness to learn foreign languages, since employees have feared that they will remain specialists in one branch of the firm's activities for an overlong period of their careers without prospect of promotion.

71. We believe that there is room for three different kinds of language course in addition to those at present provided :—

- (i) full-time intensive courses with vocabulary and content specially selected for commercial needs. These would best be concentrated in a small number of centres and should last about six months;
- (ii) part-time day release courses, combined in appropriate cases with evening study, for those who already have a knowledge of the particular language to about General Certificate of Education (Advanced) level;
- (iii) foreign languages studied as optional subjects in the advanced sandwich courses in commercial subjects which we have advocated. Having chosen this option, a student should be obliged to reach the required standard in it as well as in the other subjects of his course.

Intending specialist personnel selected from established staff without much, if any, previous knowledge of a foreign language, would be catered for by the intensive course, and the other courses would be of great value to employees who had acquired some knowledge of a language or languages at school.

72. Instruction in the language should be reinforced by instruction in such subjects as commercial conditions, business practice and social customs of the countries concerned. Firms also can do much to help provide a background of experience of foreign habits and conditions by fostering arrangements, preferably on an "exchange" basis, whereby the young employee is sent abroad for several months at least for practical training under local business conditions.

73. In view of the constantly changing pattern of market demand and potential, it is often difficult for a commercial firm to decide what languages would best serve its purpose. We have therefore sought advice on the languages most likely to prove of commercial advantage to this country over the next few years. We have been advised that German is likely to prove the most widely required language, followed by Spanish and Portuguese (with special reference to Latin America), and French. In the Middle East, French and English are the main languages for correspondence, but any firm that intended to maintain representatives there would, of course, be wise to ensure that these had some knowledge of Arabic. Nor should the advantages of Russian, Japanese and Chinese as commercial languages be overlooked. The U.S.S.R. must be regarded as a potentially important trading nation, and ability to speak Russian will undoubtedly prove a great asset for those who may expect to do business in the U.S.S.R. and other countries where the Slavonic languages are spoken.

#### *Retail Distribution*

74. The techniques of retail distribution are constantly changing as markets and the needs of customers change and develop. High efficiency is called for, and particularly from smaller organisations if they are to continue to hold their own in this process. There exists already a sound framework of courses at the level with which we are concerned, in the shape of the National Retail Distribution Certificate and the more recently proposed Certificate in Retail Management Principles directed at the needs of the more senior employees. These courses are so designed that a student completing the first can proceed forthwith to the second. The framework has been established and a beginning has been made; our evidence is that support, at first confined to the large employing organisations, is slowly (but perhaps too slowly) widening. We wish to record our strong support of the Retail Trades Education Council under whose auspices courses have been promoted; we regard it as vital that more students for the courses should be found, and that they should be given facilities, particularly by day release, to attend them.

#### *Management Studies*

75. It is already established that the theory and practice of management is a subject capable of study, and that study of it is helpful to a potential manager. Courses of study leading to an educational qualification will be the subject of a report by a joint working party under the auspices of the British Institute of Management and the Ministry of Education. We understand that the working party is at present considering whether any changes are needed in the present scheme of courses sponsored by these bodies. Management studies should be primarily a post-graduate study for mature students who, if they are commercial employees, will have become familiar in the course of earlier study and experience with the specialised aspects of commerce, for example, budgetary control, statistics and accounting.

## V. COMMERCIAL EDUCATION FOR WOMEN AND GIRLS

76. We have considered whether the employment of women in commerce calls for special consideration and whether the proposals we have made need expansion or modification when applied to women, but we think that, with some changes

of emphasis in the limited directions discussed below, our findings apply equally to men and women.

77. We are aware that, apart from clerical and secretarial posts in which very large numbers of women are employed and for which they undoubtedly show great aptitude, very few have reached posts of responsibility in the professions associated with commerce in the way they have done for example in medicine, the Civil Service and (perhaps to a lesser degree) in law. Thus, although one can find women bankers, managing directors and chartered accountants, and though there is often no formal bar to women who wish to reach the top, they are still the exception rather than the rule. This situation is not one which this country can afford to regard with equanimity. It appears that women have refrained from entering the higher ranges of commerce or the professions associated with them not because they feel in any way incapable of securing the qualifications or conducting the business as a man does, but because they are not welcome to employers and because of the strain and effort they have to contemplate in order to become "accepted". Some women are prepared to face this; the majority are not. They are not welcome to employers when seeking administrative or professional posts because the employer regards them as a potential embarrassment and a poor return for investment, since any personable and intelligent woman suitable for a responsible post is likely to marry and take on family responsibilities which will interrupt or terminate her career.

78. This attitude on the part of the employer is understandable but takes insufficient account either of the extent or quality of the contribution women can make or of the growing tendency for women today to regard marriage as compatible with a career, even though there may be temporary interruptions. It is little short of folly, when the national resources of ability are already taxed by the demands of science, technology, business and the professions, for firms to regard the potential contribution to be made by women as something they can afford to ignore. Seen in this light, the prospect of marriage need not necessarily be a governing consideration either for the woman or for the employer. We see no reason why women should not make a success in more professions, notably those associated with commerce, than they have so far, nor do we see why they should not have successful careers in commerce. They have considerable aptitudes for many sections of commercial work, for example, retail distribution, personnel management, salesmanship and secretarial work of all kinds. We believe that the scope of their employment could and should be widened, and that training and education facilities should be provided to that end.

79. We wish to stress that, for the intelligent woman seeking to make her career in commerce but not wishing to become a member of a professional body, the Ordinary and Higher National Certificates in Commerce offer the kind of training and qualification likely to prove most useful. Indeed, any woman with a good general education and interest in securing a responsible commercial post would be well advised to consider the value of these qualifications. A way might thus be found for more women arts graduates to secure responsible posts in commerce without having first to learn shorthand and typewriting.

80. In addition to the National Certificate courses, there are others specially designed for women, for example, courses for private secretaries which include languages and commercial subjects as well as shorthand and typing.

81. We wish to urge employers to give more facilities for study, and in particular for day time study, to women as well as to men. We readily admit that many women employees appear to have little or no interest in day release: it is the fact that over the whole field of employment four times as many boys are released as girls for part-time day courses. But, as is well said in paragraph 90 of the White Paper on Technical Education:—

"A change of outlook is needed, not because more girls and women should be persuaded to go out to work, but because Further Education will enable the great number who do earn their living to qualify for better jobs . . . ."

82. Without effective action there is the risk of perpetuating the present situation in which an important reserve of intelligence and talent is being frustrated rather than being fully developed and used. Willingness on the part of employers to engage and provide facilities for the training of women for posts of responsibility seems to us to be an essential first step.

## VI. THE COLLEGES

### *Research and Consultancy*

83. We wish to see industrial and commercial firms make much more use of the colleges than has been the practice so far, by bringing to them practical problems for investigation and research. Colleges should be developed as focal points for the discussion of business problems. The benefits from this development will be mutual: help from the colleges will be forthcoming in devising a solution to the problem in hand and the work of the colleges and their staff engaged on research will be enriched by dealing with practical business questions. The confidence of industry and commerce in the colleges is however essential and this confidence will only come about if colleges have good staff, accommodation and equipment. With resources of this quality, however, there is much research that the colleges can do: just as the staffs of technical colleges are helping industry by scientific and technological research, so more research is required into commercial practice and the commercial implications of technical change. The development of new products can be expected to lead to new ideas and techniques in marketing, selling, distribution and advertising. What is required in a competitive world is that the best ideas and techniques applicable to commercial activity should be subjected to continuous identification and evaluation, so that the resulting knowledge can be taught by the colleges and then find its way into commercial operations. The process can be further assisted if college principals and staffs are encouraged to study foreign commercial education and practice. We should welcome arrangements for the exchange of teaching staffs between countries.

84. There appears to be a need for the appointment of business historians to study the evolution of local industries or firms, to analyse the changes which have taken place, and to throw light on such questions as why a particular type of organisation or process or business method has proved successful. There is much more in this work than the compilation of case histories; it can point the lessons to be learned from successful business enterprises or methods. To acquire and disseminate knowledge of this kind is part of the service the colleges should provide.

85. The various recommendations we make will necessitate some increase in the staff of the colleges of commerce. We strongly support the comprehensive recommendations of the Willis Jackson Committee on the Supply and Training of Teachers for Technical Colleges.\* The Committee's report and recommendations dealt primarily with requirements for additional staff in a five-year period ending in 1961. To increase the number of day release students to 50,000 by 1964 will mean some increase in staff additional to that contemplated by the Willis Jackson Committee, but given whole-hearted efforts and the longer period for recruitment, this increase should be attainable. The Committee's recommendations on training are as applicable to commercial education as to technical education. The Minister of Education has taken steps to implement those which call for better rates of grant to be paid to intending teachers taking courses at technical teacher training colleges and for more provision of courses in professional training for serving teachers. We hope that local education authorities and regional advisory councils will also provide more refresher and other short courses in teaching method so as to improve the capacity of part-time teachers of commercial subjects. Training staff employed by firms should also be encouraged to attend the courses.

86. The recommendations of the Willis Jackson Committee on recruitment and supply of teachers have been endorsed by the Minister in Circular 336 of 12th February, 1958, and we reproduce as Appendix 'B' those most relevant to commercial education. We draw particular attention to the urgent need for commerce to help the colleges by releasing more staff for part-time teaching, especially in the day. The appointment to college staffs, possibly on a temporary basis, should be considered of well qualified business people, who have already established themselves in practice, whether in this country or abroad. We hope to see experts in different branches of commercial knowledge, for example advertising agency executives and marketing consultants, ready to help by lecturing at courses and leading discussions. We think that local education authorities should, in order to get these expert services, be ready to pay higher rates of remuneration than are normally paid, and that these higher rates should be reflected in the fees charged to the students.

87. The nature of the work we envisage also needs more full-time teachers of high calibre, and with more extensive business experience at a higher level than it has generally been possible to engage up to the present. As we have mentioned in paragraph 17, we were told that the full development of the colleges is sometimes hampered by the low grading of the teaching staff authorised by local education authorities. It may be that the emphasis which has been placed on the importance of technical education in recent years has not extended as it ought to education for commerce. It appears that some local education authorities may have put an unnecessarily restrictive interpretation on Appendix VI of the Burnham Technical Report and may have failed to give colleges of commerce the benefit of the wide measure of discretion allowed to authorities in the grading of posts to which the Willis Jackson Committee's report (paragraph 106) drew attention. We think it essential for the proper development of education for commerce that this discretion should be exercised generously.

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\*The Special Committee on the Supply and Training of Teachers for Technical Colleges, whose report and recommendations were published in May, 1957.

88. The chief formal link between local industry and commerce and its college is in the college's governing body and advisory committee system, which must work and work well. We hope that local education authorities will provide ample room for people with commercial experience on college governing bodies and advisory committees and that firms will encourage their senior personnel to serve. It is too much to expect busy people to give up their time and energy to this work if governing bodies are not given adequate powers to govern the college, particularly in matters of finance and in the development of courses. It is helpful if the representatives of industry and commerce on the governing body can include some chairmen of the advisory committees.

89. Co-operation between colleges and commerce and industry can take place also in many other less formal ways. Here are a few ; others will no doubt occur to college staffs and business people :—

- (i) Provision of facilities at the colleges, for local business executives to meet regularly to discuss business problems.
- (ii) Arrangement of visits between college staff and training staff of business organisations.
- (iii) Institution of short courses at the colleges for commercial training officers.
- (iv) Supply of material by firms to the colleges for building up case studies.
- (v) Secondment of lecturers to commerce and industry for refresher purposes.
- (vi) Periodic visits by business men to the colleges for discussion with senior students.
- (vii) The giving of prizes by firms, Chambers of Commerce and Trades Unions for award by colleges and attendance at college functions of employers and other people influential in local commercial circles.

*Accommodation and Equipment*

90. We have already pointed in paragraph 19 to inadequacies in the present accommodation of the colleges. Further new building, particularly at the separate Colleges of Commerce, is required to remedy present inadequacies and to cope with the larger numbers of students we wish to see coming forward. Appropriate provision should be made as a matter of urgency in the annual programmes drawn up by the local education authorities and the Ministry of Education.

91. An essential requirement at all colleges is a good library properly staffed. The growing appreciation of this requirement has recently led to some improvement in library facilities. Even so, students cannot always take full advantage of them when classes are housed in widely scattered premises. The importance of providing adequate library facilities cannot be over-emphasized.

92. In paragraph 20 we have mentioned that not a great deal of specialised equipment is thought to be required for advanced commercial courses as compared with technical courses at the same level. This may continue to be true of the traditional academic courses, but we have already emphasized the vital need for the colleges to branch out more and more into specialised subjects in which the use of business equipment plays an important part. Office management, business organisation and systems, management accounting, work study and stock

control, are examples. There is a good case for equipping colleges which may do substantial work in these and similar subjects with suitable equipment; regard must be paid to the expectation of its reasonable use.

## VII. CONCLUSIONS AND SUMMARY OF RECOMMENDATIONS

93. Great Britain lives by manufacture and trade. Goods have not only to be designed and produced—they must also be financed, sold, insured and distributed.
94. A great national effort is being made to educate and train scientists and technologists. A similar effort is needed in education and training for commerce. Indeed, it seems to us that successive Governments have, until recently, failed to recognise the need and provide the resources.
95. Commerce must recruit a higher proportion of intelligent young people and provide them and some of its older employees with better opportunities for education and training.
96. Commerce must make its educational needs better known to local colleges of commerce and co-operate with them in solving their mutual problems. Colleges of commerce must overhaul and improve their facilities to meet the ever-changing needs of commerce.
97. The advantages which colleges of commerce have to offer must be brought more effectively to the notice of commerce, industry and the public generally: we have listed in Appendix C some ways in which this can be done.
98. The solution of the urgent problem of improving commercial skills requires the fullest co-operation not only of individual employers and colleges but also of the relevant Government Departments, local education authorities, representative bodies of employers, the National and Regional Advisory Councils for Further Education and educational and professional associations.
99. Sustained action must be taken to overhaul and re-invigorate the existing system of commercial education: vigorous efforts must be made to impress the importance of commercial education upon all concerned—not least upon the young people of this country and their parents.
100. We recommend that:—
- (1) Apprenticeship schemes based upon a combination of systematic practical training and commercial education should be developed on a much wider scale. (35-39)
  - (2) There should be a great expansion of day release for commercial study, and the present number of students (about 20,000) released in the day time for commercial studies at intermediate level and above increased to 50,000 by 1964 at the latest. (40)
  - (3) The advantages of block release should be explored, particularly by business concerns who find difficulty in making satisfactory arrangements for day release of employees for education and training. (41)

(4) The Ordinary National Certificate in Commerce should be more widely recognised as providing a sound foundation of general commercial knowledge of benefit to a large number of those engaged in commercial work.

(44, 45, 48)

(5) Determined efforts should be made to bring closer together the requirements of the intermediate examinations in general commercial subjects of those professional bodies willing to do so, and of the Ordinary National Certificate in Commerce. A review of syllabuses should be undertaken without delay by the Joint Committee on Awards for National Certificates and the appropriate professional bodies together.

(46)

(6) Greater use should be made of the Higher National Certificate in Commerce as a qualification covering both general and specialised commercial knowledge, especially where no precise professional qualification exists.

(52-56)

(7) Sandwich courses combining an advanced commercial education with systematic training should be developed on the lines of those already established in the field of technology.

(57)

(8) A new national award to mark the successful completion of a sandwich course in general commercial studies to degree level should be established without delay.

(61, 62)

(9) More short refresher and "conversion" courses should be provided. The colleges should promote more courses in up-to-date business practices and techniques with the particular object of assisting the adjustment of small and medium-sized firms to modern conditions.

(64)

(10) Colleges should help to offset the disadvantages of isolated study through correspondence courses where arrangements for this purpose are not made by the professional associations.

(66)

(11) Courses, particularly with reference to the export trade and for the benefit of small and medium sized firms, should be developed in the technique of salesmanship and in all aspects of sales management, marketing and distribution.

(68)

(12) Intensive full-time courses in modern languages should be established.

(71)

(13) Modern languages should be offered as optional subjects in degree level sandwich courses.

(71)

(14) Part-time day courses in modern languages should be established for students already possessing a good knowledge of a language.

(71)

(15) Instruction in modern languages should be reinforced by instruction in subjects that will help the student to understand foreign business conditions and social customs.

(72)

(16) Arrangements for exchanges of commercial apprentices between business organisations in this country and abroad should be encouraged.

(72)

(17) Much more support should be given, especially by granting day release, for courses already established in retail distribution subjects.

(74)

(18) More opportunity should be given for women to attain professional status in commerce and there should be greater willingness both by employers and their women employees to make use of day release facilities.

(78, 81)



- (19) Research and consultancy work in the colleges should be developed. The colleges should become focal points for discussion of business problems. (83)
- (20) Principals and staffs of colleges should be encouraged to study commercial education and practice abroad. (83)
- (21) The appointment of business historians should be considered where appropriate. (84)
- (22) College staffs should be strengthened by the recruitment of an adequate number of fully qualified full-time and part-time staff. (85, 86, 87)
- (23) Local education authorities should be ready to pay higher fees to highly qualified lecturers for specialised courses, the fees to those attending being raised accordingly. (86)
- (24) Local education authorities should use to the full the discretion allowed to them in the grading of teaching posts in colleges of commerce. (87)
- (25) Local education authorities should give college governing bodies powers sufficient to attract responsible people from industry and commerce to membership and industry and commerce should encourage their senior personnel to serve on governing bodies and advisory committees. (88)
- (26) Additional and more suitable accommodation should be provided at the colleges, and the annual educational building programme so framed as to meet this urgent need. (90)
- (27) All colleges should have good libraries adequately accommodated and staffed. (91)
- (28) Colleges should be provided with adequate office equipment for teaching and research. (92)
- (29) More should be done to publicise the facilities the colleges have to offer. (97 and Appendix C)
- (30) Sustained action should be taken to overhaul and re-invigorate the existing system of commercial education and to impress the importance of commercial education upon all concerned. (99)

(Signed)

J. G. McMeeking (*Chairman*)

W. P. Alexander

H. G. Bartlett

J. Clayton

W. A. Copeman

W. F. Crick

K. Hargreaves

J. A. Hunt

Elizabeth McAlpine

A. J. McIntosh

M. Megrah

E. Kinsey Morgan

R. Nesbitt-Hawes

E. V. Roberts

J. E. M. Roberts

M. L. Yates

F. G. Ward  
M. L. Herzig } *Joint Secretaries.*

19th December, 1958.

*Commercial Apprenticeship Scheme of the  
Association of British Chambers of Commerce*

1. *Aims and Objects*

The Chambers of Commerce Commercial Apprenticeship Scheme offers an organised three to five-year period of vocational education combined with practical training in commerce. Its aims are to provide for education and training against a standard which will have national recognition, and to assist in the raising of the general standards of commercial training.

2. *The Commercial Apprenticeship Scheme*

The Scheme is framed principally to meet the needs of boys and girls, with certain educational qualifications, leaving school at 16, but provision is made for the special entrance of school leavers at the age of 18. Entry to the Scheme is not permitted after the age of 30. It is administered by a Commercial Apprenticeship Board specially set up for this purpose.

It is based on a standard deed of apprenticeship under which employer and employee mutually contract to undertake an organised five-year period of approved practical commercial training combined with a course of study which, during the first two years, will be based upon the National Certificate in Commerce. Companies may use their own Deed of Apprenticeship under certain conditions laid down by the Board.

The practical training continues for the remaining three years, during which time the apprentice studies for either the Higher National Certificate in Commerce, or for the Intermediate and Final Examinations, approved by the Commercial Apprenticeship Board, of a professional body: such as, for example, the Chartered Institute of Secretaries, or the Institute of Cost and Works Accountants or the Corporation of Secretaries, or the Association of Certified and Corporate Accountants.

There is an option available to both parties, in the case of entrants at 16, to terminate the agreement at the end of two years.

The special entrant at 18 will be allowed to begin study for the award of a Higher National Certificate, or an approved Intermediate Examination of a professional body, provided exemption from the appropriate Preliminary Examination has been obtained. In such cases the apprenticeship will be a minimum of three years and a maximum of four years.

The Association of British Chambers of Commerce will award a Diploma to each apprentice, on completion of his apprenticeship, providing he has successfully completed his practical training course and the requirements for the Higher National Certificate in Commerce, or has passed the approved Final Examination of a professional body.

Similarly, the Association will award a Certificate to each apprentice who has successfully completed the practical training course and passed the examination for an Ordinary National Certificate in Commerce, but has not obtained a Higher

National Certificate in Commerce, or passed the approved Final Examination of a professional body.

In the case of apprentices who terminate their apprenticeship at the end of the first two years, the deed of apprenticeship will be suitably endorsed.

Apprentices will be allowed to complete the educational course subsequent to the expiry of the practical training apprenticeship course, and can then apply to the Commercial Apprenticeship Boards for a Diploma.

Provision is made for inclusion into the Scheme of apprentices, who have already completed part of their apprenticeship elsewhere, or who have left an employer and moved to another district or part of the country, providing satisfactory proof of the completed apprentice years can be produced, and the new employer, in consultation with the local Chamber of Commerce and/or the Commercial Apprenticeship Boards of the Association of British Chambers of Commerce, is willing to allow a part or parts of the completed apprenticeship period to be credited in the deed of apprenticeship.

Courses of study will normally be taken at Colleges of Further Education on a part-time day release basis. The employer will allow one working day a week (or its equivalent) for attendance at classes at a college. The apprentice will be expected to undertake a reasonable minimum period of evening and home study as well.

Wages and conditions of employment during the apprenticeship will be those in operation in the employer's establishment.

A probationary period of three months before the Deed of Apprenticeship is signed, is incorporated in the Scheme.

Young men registered under the Scheme will be eligible to apply for deferment of National Service. Details may be obtained from the nearest Youth Employment Office or Employment Exchange.

### 3. *The Practical Training Scheme*

The Scheme of Practical Training is designed to provide a basic and comprehensive training in commercial practice. The apprentice will be given training in a choice of the following activities, or departments of the employer's business :

- (i) Office Administration and Methods
- (ii) Accounting (including credit control and statistics)
- (iii) Purchasing (including storage and stock control)
- (iv) Sales and Marketing (including home and/or overseas)
- (v) Distribution (including packing, despatch, transportation and shipping)
- (vi) Cost Accounting
- (vii) Production Planning and Control
- (viii) Personnel Administration

Employers are required to arrange for apprentices to spend a reasonable minimum period of training and work in No. 1 and at least two others of the foregoing activities or departments of the undertaking.

Every attempt must be made to see that the apprentices obtain a comprehensive training in each department or activity selected during the apprenticeship.

Every opportunity should be afforded for apprentices to become acquainted with manufacturing processes, design and development, advertising, work study, and other important activities relating to the undertaking.

The Employer binds himself under the Agreement to provide a comprehensive practical training along the lines suggested above. A synopsis of the proposed three or five-year scheme of training must be sent to the Chamber concerned, for the purpose of examination and approval by the Commercial Apprenticeship Boards, before the deed of apprenticeship is signed. In the summary periods of time to be spent each year by the apprentice in each department, and details regarding the supervision of the practical training should be indicated. In addition a general description of the training facilities existing in the firm should be given.

#### 4. *Educational Courses*

The Commercial Apprenticeship Scheme is based upon the National Certificate in Commerce.

All apprentices entering the Scheme at 16 will study, during the first two years, for a National Certificate in Commerce.

This examination is intended to meet the needs of students embarking on commercial careers with a well balanced, flexible and basic education in the fundamental principles underlying commercial functions and practice.

At the end of the second year and upon successful completion of the course of study named above, apprentices, and entrants to the Scheme at 18, will choose *either* to continue their studies for a further three years, leading to the Higher National Certificate in Commerce, *or* to study for the approved examinations of a professional body, such as the Chartered Institute of Secretaries, and Institute of Cost and Works Accountants, the Corporation of Secretaries, or the Association of Certified and Corporate Accountants.

#### 5. *Enrolment*

Enrolments must be made by employees through Chambers of Commerce affiliated to the Association. In England and Wales, employees between the ages of 16 and 30, who hold a General Certificate of Education or its equivalent, with passes at Ordinary Level in English Language and in two of the following subjects: Mathematics; Geography; History; a foreign language; Science, and Commerce, or who otherwise satisfy the Principal of a Further Education Establishment of their fitness to embark on a course of study for the National Certificate in Commerce, are eligible to be enrolled as Commercial Apprentices.

Special provision is made for entry to the Scheme of employees at the age of 18, who hold a General Certificate of Education at "A" level in two subjects. Applications on behalf of employees, aged 18 or over, whose educational attainments closely approach this standard will be considered by the Board on their individual merits.

The requirements outlined above apply to England and Wales. A similar scheme is in operation in Scotland through the Scottish Commercial Apprenticeship Board.

*NOTE.* During the period between May 1957 and December 1958, in England and Wales 65 companies and about 120 apprentices were enrolled into the Scheme. (In Scotland there are at present 47 firms supporting the Scheme, with 90 apprentices definitely enrolled).

*List of Recommendations of the Special Committee on Supply and Training of Teachers for Technical Colleges which are specially relevant to the supply and recruitment of Teachers of Commercial Subjects. (The numbering adopted by the Special Committee on pp. 65 and 66 of their Report has been reproduced).*

3. There is need for a new co-operative relationship between industry and the technical colleges.
5. More use should be made of part-time teachers drawn from industry and government departments for day work. In particular senior members of industrial staffs should be given a special status in the colleges, permitting them to be closely identified with all the academic activities of the colleges. A title such as "special lecturer" would be appropriate.
8. More use should be made of late entrants to the profession from industry, the Armed Services, the Scientific Civil Service and Research Associations. The possibility of using more married women and retired people from industry, should be investigated.
9. Local education authorities should use to the full their discretion in the grading of posts and in awarding increments for previous experience.
10. In the case of lecturers and senior lecturers, local education authorities' discretion should be widened to allow them to award increments for previous industrial and commercial experience.
11. Local education authorities in each region should keep part-time teachers' salaries under frequent review to take account of rates elsewhere and to ensure that rates for higher work are adequate to attract the right people.
12. In order to assist the transfer of people from industry to full-time teaching, industrial pension schemes should, wherever possible, provide for paid up policies to be awarded to employees who resign for this purpose.
13. Every effort should be made to reduce the excessive amount of actual teaching at present required of many teachers.
14. Although it is desirable for highly qualified staff to take a share of the elementary work, they should be deployed in the main on advanced work.
15. More generous provision should be made of clerical, [laboratory] and research assistants.
16. Research, particularly applied research and research into teaching methods, and opportunities for consultant work in industry should be encouraged by providing facilities and, where appropriate, by relieving a teacher of part of his teaching load and by allowing him to retain honoraria and fees.
17. Teachers should be given greater encouragement and assistance to return to industry or commerce to refresh their experience. The existing arrangements for release should be amended to allow the teacher to retain any payments made

to him in industry. College establishments should be adequate to permit such release ; advantage might sometimes be taken of the absence of students during the works period of sandwich courses.

19. Teachers studying in their own time for degrees who have given proof of their ability and genuine intentions should be given assistance with fees and in appropriate cases have leave of absence with pay in the final year of their course.

20. Local education authorities should consider sympathetically applications from teachers for sabbatical leave for special studies, surveys or visits abroad.

21. Requests for leave to attend [scientific] conferences should be considered sympathetically and financial help with expenses should be given in suitable cases.

22. In planning new accommodation due attention should be given to the provision of amenities for staff and students.

23. The appointment of representatives of industry and commerce to college governing bodies and the creation of advisory committees for individual departments is desirable not only to increase the effectiveness of the college's work but also to help in securing part-time staff from industry.

24. Imaginative national publicity is required both on the colleges' need for additional teachers and on salaries and conditions of service. Local publicity should also be improved, in particular, the type of advertisement commonly made to announce vacancies. Personal contacts with industry and the universities should also be developed.

*Suggestions for publicising the facilities offered by the  
Colleges of Commerce*

1. A pamphlet and a poster including a diagram of courses and opportunities in commerce should be prepared by the Ministry of Education and widely distributed.
2. More space might be given in the national and technical press—signed articles by prominent people in the commercial world being of particular value—to bring home to parents and to industry and commerce the advantages of education for commerce, and to keep the commercial world and the colleges informed of what commercial and industrial organisations and colleges are doing. Interesting local developments might be brought to the attention of the Ministry of Education with a view to national publication.
3. More use might be made of the local press, cinemas and regional radio and television programmes to publicise the activities of colleges of commerce.
4. The colleges might organise "open days" and "careers exhibitions".
5. Local education authorities might prepare attractive booklets and guides describing their college of commerce and the courses it offers.
6. Local and regional conferences might be organised for representatives of commercial organisations and chambers of commerce, regional advisory councils, Youth Employment Officers, Principals of colleges and representatives of local education authorities, for discussion of local and regional matters connected with the provision of commercial education in relation to local needs.
7. Joint meetings might be arranged between the heads and staffs of secondary schools, the staff of colleges, Youth Employment Officers and representatives of industry and commerce to maintain close liaison between sources of recruitment, the colleges, and the commercial world.
8. Personal contacts should be developed between College Principals and Heads of Departments and business organisations in their localities so that the help which the colleges can give in increasing the effectiveness of commercial staffs is fully appreciated.